

II. Report of the Institutional Progress on Removing Stipulations for University of Southern California

Professional Services Division

May 22, 2004

Overview

This item is a follow-up of the accreditation visit with University of Southern California that was conducted between February 2 and March 2, 2004. This item provides the report of the review team findings and recommendations regarding the four stipulations and the accreditation status.

Staff Recommendations

1. On the basis of the results of the accreditation follow-up review, staff recommends that the four stipulations placed upon the institution by the Committee on Accreditation be removed.
2. Staff recommends that the Committee on Accreditation change the accreditation status of University of Southern California from "Accreditation with Substantive Stipulations" to "Accreditation" based upon the removal of the above stipulations.

Background Information

A COA accreditation team conducted a site visit at the University of Southern California on November 3-6, 2002. On the basis of the accreditation team report, the COA made the following accreditation decision for University of Southern California and all of its credential programs:
ACCREDITATION WITH SUBSTANTIVE STIPULATIONS

Following are the stipulations:

- That the institution provide evidence that accurate and timely advice and assistance is available to candidates in Multiple Subject and Single Subject and Pupil Personnel Services: School Counseling and School Psychology programs; this needs to include a written plan for each candidate in Pupil Personnel Services: School Psychology with respect to how he/she will be provided opportunity to complete the program.
- That the institution provide evidence that the Pupil Personnel Services: School Counseling program has implemented a systematic approach to selection, training, and evaluation of district field supervisors at each site.
- That the institution provide evidence of actions taken and progress made in addressing all Multiple Subject and Single Subject program standards that are not fully met.

- That the institution provide evidence of actions taken and progress made in addressing all Pupil Personnel Services: School Counseling program standards that are not fully met by completing the Committee on Accreditation's (COA) Review Panel approval process for initial accreditation under the new standards for the Pupil Personnel Services: School Counseling program.

The institution was required to respond to the stipulations and prepare for a follow up within one year of the accreditation action. The institution had ongoing contact with the CCTC Consultant after the initial report was made to the COA. The institution prepared documents indicating how each of the stipulations had been addressed and what changes had been made in areas of the standards identified by the team as needing attention. At the end of September 2003, additional documentation was sent to the team leader and CCTC staff. The team leader and CCTC consultant carefully read the documents and supporting evidence. In early December 2003, it was decided that the team leader, Dr. Judith Greig, and the lead consultant would determine if they would need to visit the campus after a conference call with USC institutional and faculty leadership. The team leader and the lead consultant held the conference call with USC personnel on February 2, 2004 to discuss progress to that date.

The conference call was scheduled with Dr. Karen Symms Gallagher, Dean, Dr. Joel Colbert, Director, Undergraduate and Teacher Education Programs, Dr. David Marsh, Associate Dean for Academic Programs and key faculty to discuss the results of the documents reviewed and identify areas in which additional supporting evidence was needed. As a result, it was agreed that telephone interviews should be arranged with seven teacher education candidates and the new Teacher Education Student Advisor, Katina Williams. After the interviews were completed, the team leader scheduled a call with Dr. Joel Colbert to review the results of the initial interviews and to clarify any outstanding issues. The team leader conducted a total of nine telephone interviews. After all of the interviews, the team leader and the CCTC consultant had a discussion to review the results of the interviews, make decisions about the standards and recommendations about the stipulations. The team leader and the CCTC consultant then prepared an accreditation report for COA consideration and action.

**CALIFORNIA COMMISSION ON TEACHER CREDENTIALING
COMMITTEE ON ACCREDITATION
ACCREDITATION TEAM FOLLOW-UP REVIEW REPORT**

Institution: University of Southern California

Dates of Review: February 2-March 2, 2004

**Original
COA Accreditation**

Decision: ACCREDITATION WITH SUBSTANTIVE STIPULATIONS

Review Team Recommendations

The team recommends that:

1. The four stipulations from the 2002 accreditation visit be removed.
2. The accreditation decision be changed from **ACCREDITATION WITH SUBSTANTIVE STIPULATIONS** to **ACCREDITATION**.

Rationale

Based upon the Institutional Response to the Stipulations, review of supporting evidence and telephone interviews with faculty members, institutional administration, and students, the team determined that the institution has provided appropriate responses to each of the stipulations and has satisfactorily addressed the standards less than fully met and the concerns identified during the accreditation visit of one year ago. The member of the review team was a member of the original accreditation team of one year ago.

Team: Judith Greig, Team Leader
Notre Dame de Namur University

Findings on Stipulations

Stipulation #1

- That the institution provide evidence that accurate and timely advice and assistance is available to candidates in Multiple Subject and Single Subject and Pupil Personnel Services: School Counseling and School Psychology programs; this needs to include a written plan for each candidate in Pupil Personnel Services: School Psychology with respect to how he/she will be provided opportunity to complete the program.

Review Team Finding:

The team found a university commitment to clear advice and assistance for credential candidates. Multiple Subject and Single Subject candidates, particularly those in the College of Letters, Arts and Sciences, now have a staff member who is dedicated to advising them on credential questions. The candidates remaining in the Pupil Personnel Services: School Psychology program have a written plan for completion. Please refer to Common Standard 6 for additional detail.

Review Team Recommendation:

The team recommends that the stipulation be removed.

Stipulation #2

- That the institution provide evidence that the Pupil Personnel Services: School Counseling program has implemented a systematic approach to selection, training, and evaluation of district field supervisors at each site.

Review Team Finding:

The team found that the document submitted to the Pupil Personnel Services: Counseling Review Panel fully met the related standards. Further, a clear implementation plan has been prepared and will begin fall 2004. This structured implementation plan addresses selection, training and evaluation of district field supervisors at each site as well as a Pupil Personnel Services: Counseling Program Handbook, candidate assessment and activity survey forms. Please refer to Common Standard 8 for additional detail.

Review Team Recommendation:

The team recommends that the stipulation be removed.

Stipulation #3

- That the institution provide evidence of actions taken and progress made in addressing all Multiple Subject and Single Subject program standards that are not fully met.

Review Team Finding:

The team found that USC has made great strides in the transitional issues which it was facing at the time of the original visit. More clarity in the conceptual model for the program and actual implementation of the SB 2042 program have satisfactorily addressed the issues raised in the prior visit. Please refer to Multiple Subject and Single Subject Program Standards for additional detail.

Review Team Recommendation:

The team recommends that the stipulation be removed.

Stipulation #4

- That the institution provide evidence of actions taken and progress made in addressing all Pupil Personnel Services: School Counseling program standards that are not fully met by completing the Committee on Accreditation's (COA) Review Panel approval process for initial accreditation under the new standards for the Pupil Personnel Services: School Counseling program.

Review Team Finding:

The team found that all standards written to the new Pupil Personnel Services: School Counseling with Internship Program have been addressed and fully met and the program has been recommended to the COA for initial accreditation. This action will complete the COA approval process as required by the stipulation.

Review Team Recommendation:

The team recommends that the stipulation be removed.

Common Standards

Findings on Common Standards:

Five standards were originally judged to have been fully met: Standard 1 – Education Leadership, Standard 3 – Faculty, Standard 4 – Evaluation, Standard 5 – Admission, and Standard 7 – School Collaboration. Two standards, Standard 2 – Resources and Standard 6 – Advice and Assistance, were judged to have been met minimally with qualitative concerns. Standard 8 – District Field Supervisors was judged to have been met minimally with quantitative concerns. No standard was judged to have been not met.

Common Standard 2 - Resources

Original Team Finding: Standard Met Minimally with Qualitative Concerns

Review Team Finding:

Because the internal consequences of resource decisions were strong enough, the review team did not recommend a stipulation regarding the resource concerns nor did the COA adopt one. The institution was not required to provide additional information and the follow up team did not review additional material related to resources.

Review Team Recommendation: No Change

Common Standard 6 – Advice and Assistance

Original Team Finding: Standard Met Minimally with Qualitative Concerns

Review Team Finding:

Candidates in Multiple Subject and Single Subject programs, particularly undergraduates enrolled in the College of Letters, Arts and Sciences, were confused about credential requirements and where to get information. They had a faculty advisor in the major field who advised about degree and major requirements; however, this information was often inadequate or sometimes perhaps even contradictory to requirements for credentialing.

The Rossier School of Education at USC addressed this problem forcefully and directly by hiring a Teacher Education Advisor, a full-time staff member dedicated to providing such candidates clear and timely information regarding credentialing requirements. Candidates meet with her at least once per semester, before registering for classes for the upcoming semester. She has regular office hours at times that are convenient for students, on both scheduled and drop-in basis. She answers candidate email and voicemail on a daily basis. She holds regular orientation and information meetings with written collateral to ensure that candidates have access to all necessary information. For example, all current candidates questioned had clear knowledge of new CSET requirements and indicated that the Teacher Education Advisor was the source of their knowledge.

Each candidate must be cleared for continuation by the Teacher Education Advisor at three specific points in the program: admission to teacher education, admission to student teaching, and recommendation for the preliminary credential. Systematic tracking, through database and checklist, are in place. The student load ratio appears fair and sustainable. Teacher Education

faculty and leadership are enthusiastic about the implementation of a staff position to fill this student need. Candidates indicated strong satisfaction with the advice and assistance they were now receiving.

The Pupil Personnel Services: School Counseling program has a similar schedule for advising and continuation points, which appears satisfactory to ensuring that adequate and timely information is available to candidates.

Review Team Recommendation: Standard Met

Common Standard 8 – School Collaboration

Original Team Finding: Standard Met Minimally with Quantitative Concerns

Review Team Finding:

The prior team found little evidence of training or evaluation of district field supervisors for the Pupil Personnel Services: School Counseling program. However, the Pupil Personnel Services Review Team has since found that the evidence presented in the new standards document for this program was satisfactory for the related standards and fully meet the standard. In addition, the institution has prepared a thorough implementation plan for the Pupil Personnel Services: School Counseling Program in the fall of 2004.

Review Team Recommendation: Standard Met

**Multiple Subject, Multiple Subject CLAD Emphasis/BCLAD
(Spanish/Cantonese) Credential Programs
Single Subject, Single Subject CLAD Emphasis/BCLAD
(Spanish/Cantonese) Credential Programs**

Original Findings on Standards

The Multiple Subject and Single Subject Programs, including Multiple Subject CLAD/BCLAD and Single Subject CLAD/BCLAD, were judged to have all standards fully met with the exception of Standards 1, 3, 13, 14, and 16, which were met with concerns, and Standards 7A and 7B, which were not met. The design and course offerings of the program did not adequately account for the needs of single subject teachers. Inconsistent opportunities were evidenced for the provision for candidates to apply relevant theories in their professional practice, to deliver comprehensive instruction for English learners, and to use differentiated strategies to meet the needs of special populations in the general education classroom. Depth of instruction in reading and language arts instruction, and relevance for single subject candidates, was inadequate.

Institutional Response

The institution provided responses to each of the program standards less than fully met. Following are the review team findings related to those standards.

Standard 1: Program Design

Original Team Finding: Met with Concerns

Review Team Finding:

The institution has provided evidence that changes were made in the design of the program to be more responsive to the needs of all candidates, including single subject teachers. Three specific changes were implemented: 1) Faculty agreed to a specific design for the observation/field component across the various courses. This design and sequence ensures continuity and progressive development, including understanding a full range of ages/grade levels. 2) Although single subject candidates are still relatively few in number, they have been provided their own course in literacy instruction at the secondary level. This course is being offered for the first time this spring semester; candidates are pleased to have their own course. 3) An additional field component, including observation in secondary school, was added to the course CSTE 204 Sociological Foundations of Education.

As with many of the concerns indicated by the original team, as the Rossier School of Education faculty and leadership have worked to implement the new SB 2042 program, concerns have been raised and addressed appropriately, at both conceptual and practical levels.

Review Team Recommendation: Standard Met

Standard 3: Relationships Between Theory and Practice

Original Team Finding: Met with Concerns

Review Team Finding:

The enhanced USC Teacher Education Fieldwork Design diagram provided to the team illustrates very clearly how candidates have opportunity to observe in classroom concurrently with their consideration of various theories in their coursework. This concurrent consideration provides significant opportunity for candidates to understand the application of relevant theories in educational practice. The USC program includes two full semesters of student teaching during the senior year, when extended opportunity is provided for candidates to apply and test such theories for themselves.

For example, one candidate was articulate about both the theoretical model of scaffolding and how she had applied the model in her classroom instruction. Another gave a clear explanation of the strategy Group Investigation, why she had implemented it, and how that implementation had been far more successful than anticipated, either by her or her master teacher.

The team now identifies the relationships between theory and practice as an area of strength, particularly as conceived in program design.

Review Team Recommendation: Standard Met**Standard 7A: Multiple Subject Reading Writing and Related Language Instruction in English****Original Team Finding: Not Met****Review Team Finding:**

The team identified some required elements that, although judged adequate by the SB 2042 Review Panel, were not adequately addressed in their implementation. The institution reviewed the implementation of this standard and prepared a supplemental response to the SB 2042 Review Panel indicating how the elements would now be met when the response to 7B was submitted. The panel judged the response to be adequate.

Review Team Recommendation: Standard Met**Standard 7B: Single Subject Reading, Writing and Related Language Instruction in English****Original Team Finding: Not Met****Review Team Finding:**

The response to standard 7B was inadvertently omitted from USC's original submission to the SB 2042 Review Panel. When this was discovered by the original team, it was called to the attention of CCTC staff and the response was subsequently submitted by the institution. It was fully approved by the panel in Spring 2003.

The development and implementation of a course dedicated to the literacy needs of secondary students was essential in meeting the requirements of this standard. While candidates are still introduced to issues and strategies of beginning reading, much more focus is given to "reading for understanding" strategies and issues of the literacy needs of English learners in content area

classrooms. Single subject candidates are very pleased that this new course has been implemented.

Review Team Recommendation: Standard Met

Standard 13: Preparation to Teach English Learners

Original Team Finding: Met with Concerns

Review Team Finding:

Although the original team recognized that two courses provided significant access to relevant information, it was concerned that inadequate systematic opportunity was provided for candidates to deliver comprehensive instruction in English.

Given the context in which USC is located, its program cannot and does not ignore the needs of English learners. The nature of the field placements in which USC candidates have both observation and student teaching experiences may not have been fully recognized by the original team. Virtually no candidate experiences any placements in which addressing the needs of English learners is not a salient (or primary) consideration. Candidates spoke repeatedly about the diversity of students in their field placements and the need to take that into account in their planning.

Rossier School of Education faculty have been diligent in designing credential coursework to include issues and strategies regarding English language instruction. Candidates are frequently assessed on lesson design, including needs of English learners across a variety of courses and field settings, prior to and then especially in the student teaching placements. For each lesson, candidates reflect on the lesson using a cover sheet, which includes such aspects as prior knowledge and assessment. The evidence provided to support this standard was overwhelming.

Review Team Recommendation: Standard Met

Standard 14: Preparation to Teach Special Populations in the General Education Classroom

Original Team Finding: Met with Concerns

Review Team Finding:

While the original team recognized some opportunities for candidates to analyze the needs of special populations, it was concerned that adequate opportunities to understand and implement were not provided.

The original team may not have fully understood that candidates at USC complete a preliminary credential and thus the majority of candidates interviewed by the original team would not have had coursework specifically addressing special needs students. Under the prior Ryan credentials (which most of those candidates were still seeking), special needs fell under the statutory requirements for the clear credential.

Current candidates have a range of opportunities to learn the knowledge, skills and strategies for teaching students with special needs. They learn legal requirements and identification processes; they are required to participate in an IEP. They learn major categories of disabilities and

appropriate instructional modifications. Such modifications are required to be reflected, first in observation notebooks and eventually in lesson plans; these differentiations are analyzed and reviewed by the student teaching coordinator in seminar session.

Review Team Recommendation: Standard Met

Standard 16: Selection of Fieldwork Sites and Qualifications of Field Supervisors

Original Team Finding: Met with Concerns

Review Team Finding:

The Rossier School of Education is continuing to strengthen its relationships with its “Family of Schools,” partly in order to ensure appropriate field placements for candidates. Rather than relying on principal recommendations or self nominations alone, faculty and supervisors now select master teachers (primarily at “Family of Schools” sites) whose teaching strategies and classroom environments are known directly.

Master teachers and site principals are oriented each fall at their own sites and are provided an extensive student teaching handbook, which delineates specific expectations of all parties involved. Master teachers and field supervisors are evaluated on a regular basis.

Review Team Recommendation: Standard Met

**Pupil Personnel Services: School Psychology, including Internship
Credential Program**

University of Southern California has withdrawn its Pupil Personnel Services: School Psychology program and has produced a written advisement plan for each candidate to ensure that all remaining candidates have opportunity to complete the program. Four candidates anticipate completion in 2004 and eight additional in 2005. The University appears to be fully meeting its obligations to these candidates.

Pupil Personnel Services: School Counseling, including Internship Credential Program

In order to address the systemic concerns with the Pupil Personnel Services: School Counseling program, the University of Southern California was asked to submit a complete program document and go through the process for new program approval. The Committee on Accreditation has received the report on that process prior to the consideration of this accreditation report. The Pupil Services Review Panel is recommending approval of USC's Pupil Personnel Services: School Counseling, including Internship Program at the March 18, 2004 COA meeting. The results of that approval should inform this item.

Professional Comments

The team commends the faculty, staff, and administration of the Rossier School of Education of the University of Southern California, for the concern and progress demonstrated in the course of this past year, particularly with respect to the Multiple Subject and Single Subject programs. When the team visited last year, it was impressed with the quality of the faculty and their dedication to the success of their candidates—in short, the core of the program. However, there were transitional issues with respect to staffing and the implementation of the SB 2042 teacher education programs. These issues have been addressed diligently and comprehensively. A new director of teacher education programs has been hired and is enthusiastically leading the implementation of the new program. Changes expected by the visiting team have been conscientiously implemented.

The model of using a dedicated staff advisor as the primary source of information regarding credential requirements bears consideration by other university programs; consistent and current advice, available regularly from a staff person, appears to be a good model for resource allocation.

The only additional suggestion candidates made with respect to advisement was more complete and thorough written information regarding alternatives for clearing the preliminary credential; they indicated that the student grapevine offered significantly more choices than anything provided by the University.

Although candidates were enthusiastic regarding the quality and variety of teaching theories and strategies and the level of support they experience, some evidenced interest in more strategies for survival with respect to the classroom/logistics. They can arrive at student teaching unsure of what to expect with respect to school routines and procedures, parents, and the like. They characterized attention to such issues as an afterthought.

Although the team did not seek additional information regarding recruitment strategies and changes taking place in this area, it seems that additional enrollment in Single Subject programs from among the University's undergraduates would be a natural enhancement to the sustainability of the Single Subject program, perhaps including a broader range of Single Subject areas. It sounds as if the University may be moving in this direction; it should be encouraged to do so.